

Day 1

Pistol

The students will be run through basic marksmanship and manipulation skills. This should also include all positions and malfunctions.

LOADING – SPEED LOADING – TACTICAL LOADING – UNLOADING – MALFUNCTIONS TO INCLUDE ONE’S, TWO’S, AND THREE’S

Goals and Objectives for start of OS

1. Get the students comfortable with their weapons.
2. To ensure that the students are proficient with their weapons.
3. Establish proper malfunction clearances procedures.

Instructor Ratios 1-4

DAY TIME LIVE FIRE SHOOT HOUSE ROOM CLEARING SCENARIOS

Brief students; **“If all possible don’t do one-man room clearing, wait for backup”!**
We are pressing students, for the sake of training, into one-man room clearing. When under normal circumstances they would never do that. Students should always have suspects come out of rooms back to the officer. Entry into a room or location where a suspect is known to be is a last resort.

Instructors will set the house up into 3 two-room scenarios.

2 Rooms will have no shoot targets in them with only one room having a shoot target. Coach the Cadet as they are clearing the room and make on the spot correction so the critiques and minimized

Students should start with weapons **DRY**, and then progress to loaded weapons when and if the instructors deem the students competent. Instructors can add furniture and obstacles into the rooms as they see fit.

GOALS AND OBJECTIVES FOR ONE MAN ROOM CLEARING

1. Teach proper tactical movements, using Pieing Techniques.
2. Teach the necessity of strict noise discipline, during searches.
3. Utilize proper cover or concealment, and the definition of cover and concealment.
4. Teach proper methods, of 5 rules of room clearing.

5. Teach students to utilize maximum distance and minimum exposure when they contact or engage a suspect.
6. Teach students to control the suspect through communication as much as possible don't let the suspect control them.

INSURE STUDENTS KNOW ENTRY INTO A LOCATION IS A LAST RESORT, IF POSSIBLE SEEK COVER, HOLD THE PERIMETER AND WAIT FOR BACKUP

Instructor's ratios are one to one on the floor and recommend one or two on the catwalk. Recommend at least 4 instructors minimum or 5 if possible.

TURNS AND PIVOTS

It will be explained to the students that we are not always attacked straight on. That most always we are attacked from the side or from behind. The students will be shown how to turn or pivot and engage to target. Most of the time a sound is what triggers us that we are in a gunfight, the sound of a weapon coming out of a holster, the sound of an action being operated, a loud noise, and scream or a yell. Because of this we must always look and identify the threat first before pulling out our weapon and shooting.

Set this up by having the students face the side berms, 90 degrees to the targets. Ensure that the students are facing their targets before the weapon comes out of the holster

Right handed shooter turning to the left.

- Step 1. Look and Identify the threat.
- Step 2. Take a small Step straight forward with your right foot as you accomplish count 1 of the draw presentation.
- Step 3. Pivot to the left on the balls of your feet and face your threat, then Draw.
- Step 4. Engage.

Right handed shooter turning to the right

- Step 1. Look and Identify the threat.
- Step 2. With your left foot step forward and across in front of your right foot as you accomplish count 1 of the draw presentation.
- Step 3. Pivot to the right on the balls of your feet and face your threat, then Draw.
- Step 4. Engage.

When turning around right handed Shooters should try to always turn to the left and left handed shooters should try to always turn to the right. This is the fastest way to get your weapon into gun fight.

Facing away

Right handed Shooters turning to the left.

- Step 1. Look and Identify the threat.
Step 2. With your right foot step forward and across your left foot as you accomplish count 1 of the draw presentation.
Step 3. Pivot to the left on the balls of your feet and face your threat, then Draw.
Step 4. Engage.

MULTIPLE TARGET DRILLS

When dealing with more than one suspect at a time you must make a critical decision; who should I stop first. During a situation in which only one suspect is making an overt assault, the decision to shoot is relatively easy. If you have two targets, engage the target that poses the greatest threat first.

Determining the greatest threat;

1. Weaponry: What type of weapon does the target have? Rifle, Shotgun, Pistol, Knife, Axe, Broken Bottle, ect..
2. Proximity; What are the distances between you and each target? Does the adversary that is further away pose a greater threat than one that is closer.
3. Posture; Is the adversary pointing a handgun directly at you a greater threat than a rifle held at port arms?
4. Intent; What are the adversary's action or threats against me?

Multiple Target Techniques

After determining the greatest threat, you must determine how to engage the targets. The method for engaging is based on the number of targets.

1. Two targets: With two targets, both of which are deadly threats, engage the targets with standard defensive responses. First identify and engage the greatest threat then engage the next threat. Evaluate and fire head shots if needed if they remain a threat.
 - a. Two targets
 - i. Identify the greatest threat
 - ii. Standard Defensive Response to the greatest threat
 - iii. Standard Defensive Response to the second threat
 - iv. Evaluate
 - v. Fire a Head Shot if they still remain a threat.
2. Three or more targets: Engage each target with a single body shot. First identify and engage the greatest threat then engage the next threats. Evaluate and fire head shots if needed if they remain a threat.
 - a. Three Targets
 - i. Identify the greatest threat
 - ii. Fire one body shot to the greatest threat

- iii. Fire one body shot to the second threat
- iv. Fire one body shot to the third threat
- v. Evaluate
- vi. Fire a Head Shot to any remaining threat.

GOALS AND OBJECTIVES FOR MULTIPLE TARGET DRILL

1. Teach the student to engage the greatest threat first.
2. Teach the students the different shooting responses for one, two, or three adversaries.
3. Teach the students to always evaluate have they engage multiple targets.
4. Teach the student to engage with head shots if they still remain a threat after initial engagement.

Instructor's ratio is four to one, unless the situation dictates high risk then one to one.

MOVING AND SHOOTING

TACTICAL ADVANCE, TACTICAL WITHDRAWAL, SIDE STEP

SHOOTING ON THE MOVE

Explain the elements and the differences between TACTICAL ADVANCE, TACTICAL WITHDRAWAL, SIDE STEP, and SHOOTING ON THE MOVE. Explain situations where each may be used.

Advance

1. Take a step forward support foot
2. Take a step forward with strong foot.
3. Always end up in a solid fighting stance.

Withdraw

1. Take a step back with support foot feeling for any objects that might trip you.
2. Take a step back with strong foot feeling for any object that might trip you.
3. Always end up in a solid fighting stance

Sidestep

1. Take a step to the side with the foot in the direction you wish to travel.
2. Take a step in the same direction with the other foot.
3. Always end up in a solid fighting stance

Shooting on the move

1. Stand at a low ready
2. Upper body erect

3. Knees slightly bent
4. Begin moving rolling heel to toe
5. Identify threat
6. Engage

GOALS AND OBJECTIVES FOR MOVING AND SHOOTING

1. Teach the student to engage during an advance
2. Teach the student to engage during a withdraw.
3. Teach the student to engage during a sidestep.
4. Teach the students to engage while moving (shooting on the move)

Instructor's ratio is one to four, unless the situation dictates high risk then one to one.

OFFICER ROOM CLEARING SCENARIOS (DRY)

Students should always have suspects come out of rooms back to the officer. Entry into a room or location where a suspect is known to be is a last resort.

Instructors can set house up into 3 two-room scenarios.

Students weapons will be **DRY. Instructors can add furniture and obstacles into the rooms as they see fit.**

GOALS AND OBJECTIVES FOR ONE MAN ROOM CLEARING

1. Teach proper 2 officer tactical movements, using [REDACTED]
2. Teach the necessity of strict noise discipline, during searches.
3. Utilize proper cover or concealment, and the definition of cover and concealment.
4. Teach proper methods for 2 officer room clearing, [REDACTED]
5. Teach students to utilize maximum distance and minimum exposure when they contact or engage a suspect.
6. Teach students to control the suspect through communication as much as possible don't let the suspect control them.

INSURE STUDENTS KNOW ENTRY INTO A LOCATION IS A LAST RESORT,

Instructor's ratios are one to one on the floor and recommend one or two on the catwalk. Recommend at least 4 instructors minimum.

SHOOTING FROM THE POLICE UNIT

This live fire scenario it is designed to have the student draw his/her pistol and shoot targets while seated in the driver's seat, of the police unit. The students should be given a brief and demonstration of the proper techniques on how to safely draw the

pistol seated in the unit and how to tactically exit the unit while under attack, prior to performing the scenario.

The range is set up using the turning target system. The targets are decisional targets, two separate scenarios should be set up with both shoot and no shoot targets. The targets are facing to the east at the start of the scenario. When the student finishes the first scenario they will be critiqued and will get back in the unit, seat belted in and will back up to the second scenario.

The student and a controller are in a police unit that is parked with the driver side window down and the unit on the 5 yard line parked on the far east side of the range.

The student seat belted in the unit with both hands on the steering wheel. When ready the range instructor, who controls the target turners, faces the targets. The instructor inside the unit watches the student to insure the student draws the pistol in a safe manner, and fires the pistol from inside the unit safely. The range instructor also watches and after the student has engaged the targets either in the correct manner the targets are edged and the student exits the vehicle and utilizes it for cover, while contacted dispatch. The targets are then turned again as the student uses the vehicle for cover and reengages the targets. The student should not be allowed to shoot while attempting to exit the unit.

GOALS AND OBJECTIVES FOR THE SHOOTING FROM UNIT DRILL

1. Teach proper safe techniques of how to draw a pistol while setting inside the police unit.
2. Teach proper target engagement of multiple threat targets, with 2 or more targets.
3. Teach the student the proper time in which he/she should take off the seatbelt to insure easy escape of the unit when needed.
4. Teach student techniques of utilizing the police unit as cover or concealment and tactically reloading when necessary, after he/she has exited the unit.
5. Teach proper techniques of tactically exiting the police unit out of the passenger door, while the student has his/her pistol drawn.
6. Teach the student importance of marksmanship skills when engaging threats.
7. Teach the student that he/she has other options of evading the threats by driving out of the kill zone.

Instructor's ratio is one to one, also needed is one instructor to operate the turning targets.

FIGHTING FROM THE GROUND UP

The students will fire close range drills from the 10- yard line and in to retention drill distance. The drills can consist of standard defensive response and failure drills in conjunction with reloads. The students should receive instruction on drills that shoot to the pelvic area and lower extremities. The students should receive instruction on fighting from the ground up. Having the student start lying on the ground flat on their backs and work their way to their feet while shooting. They should continue to fight from whatever position they are in until the threat goes away. The students will conduct these drills dry for the first time, until they can complete them in a safe manner.

Student flat on their backs

Roll onto support side drawing their weapon (without covering themselves) then returning to their backs

Then Engage.

Roll onto support side utilizing support forearm on the ground to raise upper-body off the ground extending weapon towards target.

Then engage

Keeping weapon extended towards target, tuck support leg up under themselves, utilizing support hand push yourself up onto support knee in a kneeling position.

Then engage

Recover to your feet

Then engage.

Re-holster and start the drill over again.

It should also be discussed that these are very stable shooting position, and even though you are down you can still move. DEMO This!!

Instructor ratios are 1 to 4

LONG RANGE SHOOTING

Starting at the 100- yard line the students will perform marksmanship drills with their pistols and their rifles. The same drills will be performed at the 200 and the 300 yard lines.

Steel targets are preferred so the students have immediate feedback.

The students will shoot their pistols from the 100-200-300 yard lines and address the Myth that a pistol is only effective to 50 yards.

GOALS AND OBJECTIVES OF LONG RANGE RIFLE AND PISTOL SHOOTING

1. To improve the skills of the student shooting at extended distances with the rifle.
2. Check the students' performance with the rifle from 100 yards to 300 yards.
3. To demonstrate the effectiveness of pistols fired at distances of 100 to 300 yards, and dispel the myth that pistols are only effective out to 50 yards.

Instructor ratios are 1 to 4.

LIVE FIRE 2 OFFICER ROOM CLEARING SCENARIOS

Students should always have suspects come out of rooms back to the officer. Entry into a room or location where a suspect is known to be is a last resort.

Instructors can set house up into 3 two-room scenarios.

2 Rooms will have no shoot targets in them with only one room having a shoot target. Coach the Cadet as they are clearing the room and make on the spot correction so the critiques and minimized

Students should start with weapons **DRY, and then progress to loaded weapons when and if the instructors deem the students competent. Instructors can add furniture and obstacles into the rooms as they see fit.**

GOALS AND OBJECTIVES FOR ONE MAN ROOM CLEARING

1. Teach proper 2 officer tactical movements, using Pieing Techniques.
2. Teach the necessity of strict noise discipline, during searches.
3. Utilize proper cover or concealment, and the definition of cover and concealment.
4. Teach proper methods for 2 officer room clearing, of 5 rules of room clearing.
5. Teach students to utilize maximum distance and minimum exposure when they contact or engage a suspect.
6. Teach students proper target engagement for room clearing
7. Teach students to control the suspect through communication as much as possible don't let the suspect control them.

INSURE STUDENTS KNOW ENTRY INTO A LOCATION IS A LAST RESORT,

Instructor's ratios are one to one on the floor and recommend one on the catwalk. Recommend at least 4 instructors minimum.

ROLLING THUNDER

This is set up with five paper target positioned next to each other and the students 12 yards away from the targets.

Bouncing Bullets

This is a demonstration only; an instructor will fire pistol and possibly shotgun rounds at close range distances 7 to 10 yards or less, skipping the rounds off of the concrete surface in to a target demonstrating the predictable 17 to 23 degree skip of the bullet. Then attempt to skip bullets off of the dirt surface, in to the target at the same distance.

GOALS AND OBJECTIVES FOR THE SKIP DEMONSTRATION

1. This demo illustrates that bullets skip or ricochets off a hard smooth surface at approximately 17 to 23 degrees in the same direction that they were fired.

Bullet skips cannot be predicted with any certainty coming off a ruff surface or soft dirt type surface. This can be compared to, a water hose pouring on to a concrete surface or pouring on to a ruff surface.

Pistol Shoot Off Competition.

This competition is conducted on the action steel target system on P-2. The Students will compete in an elimination contest with their pistols. Winners will compete against the other winners until the last two compete and one winner is declared. The configuration of the action steel targets is at the discretion of the instructors; however they should be configured to test the shooter on speed and accuracy. The targets should be configured the same throughout the first iteration of the competition. The instructors should have a pac timer on hand if the class is split into two groups, to compare times and establish an overall winner.

Night

LOW LIGHT LEVEL ONE MAN ROOM CLEARING SCENARIOS

This scenario is set up much the same as the daytime scenario. If the instructors feel the students are at a level that they can handle a change, then change target locations in the house to better challenge them. At least have the students go to a different room that they have not searched.

The scenarios should be set up in a lowlight environment so that the students have to utilize their flashlights to search and engage targets. Students can make one or more dry runs, or work all the lowlight level scenarios dry. As always, the student using live fire is dependent on the ability of the student to perform safely in the Shoot House at that time. (SAFETY IS PARAMOUNT)

After each meal break, the students should be briefed on all safety rules for the shoot house.

GOALS AND OBJECTIVES FOR LOW LIGHT ONE MAN ROOM CLEARING

1. Teach proper tactical movements and the use of a flashlight in low light conditions.
2. Teach the necessity of maintaining strict noise discipline, during searches.
3. Teach 5 rules of room clearing.
4. Teach students to utilize maximum distance and minimum exposure when they contact or engage a suspect.
5. Utilize proper cover and concealment.
6. Teach students to control the suspect through communication as much as possible; don't let the suspect control them.

INSURE STUDENTS KNOW ENTRY INTO A LOCATION IS A LAST RESORT, IF POSSIBLE SEEK COVER, HOLD THE PERIMETER AND WAIT FOR BACKUP

The instructor ratios are 1 to 1.

Night

DRY DWI TRAFFIC STOP.

The student is seated in the driver seat of a police unit, with an instructor seated in the passenger seat. The student is wearing his/her seatbelt and briefed on the operation of the radio, spotlight, emergency lights, flashlight. **ENSURE RADIO IS OFF.** The student will be briefed that they are "patrolling 6 miles south of I-40 on Coyote Canyon Road when they come across a suspected DWI. Have the roll player start weaving as recruit pulls in behind them to simulate a DWI. Recruit will then initiate a traffic stop and conduct SFST's. If situation calls for it recruit will arrest, handcuff, search, and place suspected DWI offender in the unit.

This is a scenario that is conducted using an instructor as a role player, a traffic violator. **The roll player and the recruit should be using RED GUNS OR CAST KNIVES for weapons.** The roll player is somewhat corporative but tries to gain control of the stop and capitalize on the recruit's mistakes. (Example) The roll player can be armed with either a cast pistol or a cast knife or both. The weapons can be somewhat concealed but not totally, or in plain sight inside the violator vehicle. The roll player passively tries to get to close to the recruit, inside his/her personal space. Then maybe drop something to see if the recruit will bend over to pick up the item. Or possibly try to get the recruit to hold something in both of his hands, or something to that effect as a distraction or diversion and then spring the trap. If the recruit does the right things during the stop, the roll player complies.

GOALS AND OBJECTIVES FOR DRY, NIGHTTIME VEHICLE STOPS

1. Teach the student to utilize the unit radio, if possible, to call in location, description and situation, and request backup if necessary.
2. Teach the student proper utilization of the unit spot light and head lights to their advantage.
3. Teach the student to proper position the unit and to utilize distance and cover to their advantage.
4. Teach the student proper method to exit unit and maintain distance, and cover for approach.
5. Teach the student the proper position for conducting the SFST's.
6. Teach student the proper flashlight position when conducting SFST's, Handcuffing, and Searching.

Instructor's ratios are one to one, and recommended number of instructors needed is 1 minimum.

Night

LIVE FIRE, NIGHTTIME VEHICLE STOP

The dry night time traffic stop and the live fire traffic stop scenarios are configured the same. One wrecked vehicle is placed on the Range in the northeast corner of the range forward of the target line. This vehicle is facing north with the front driver's side door and front passenger side door wide open. One (shoot) ABA target system is placed forward of each open front left and right side door. One (no shoot) ABA target system is placed at approximately a 10 o'clock position, to the northwest of the vehicle, approx. 10 yards away, facing toward the rear of the vehicle. You should use different style, shoot and no shoot, "Belgium" targets, which are glued to the each of the ABA target systems, for all of these scenarios.

(EQUIPMENT REQUIRED: 2 WRECKED CTA CARS- 6 ABA TARGET SYSTEMS WITH 4 – SHOOT, 2 - NO SHOOT, BELGIUM TARGETS and 2 RED GUN RIFLES)

These live fire traffic stop scenarios are designed to simulate a nighttime traffic stop of a suspicious vehicle parked on a road, the officer is dispatched to investigate a report of, a suspicious vehicle in a secluded area and what was believed to be gun shots heard by the reporting party.

The instructor will only answer questions about the unit and any safety issues, no info about the scenario. The student will then be directed to proceed in to the appropriate range. The student will be directed toward the rear of the suspect vehicle and will stop the unit at his/her discretion, unless safety is compromised. (For safety reasons, the student cannot maneuver the unit out of a designated area) It is the Instructors responsibility to establish the safe operating area of the student and the unit, so they do not violate the range limitation poles.

The operation of unit lights and simulated radio traffic is at the discretion of the student. The instructor will simulate dispatcher radio traffic

GOALS AND OBJECTIVES FOR LIVE FIRE, NIGHTTIME VEHICLE STOPS

1. Teach the student to utilize the unit radio, if possible, to call in location, description and situation, and request backup if necessary.
2. Teach the student proper utilization of the unit spot light and head lights to their advantage.
3. Teach the student to proper position the unit and to utilize distance and cover to their advantage.
4. Teach the student proper method to exit unit and maintain distance, and cover or concealment if foot approach is necessary.
5. Teach student that approaching a suspect vehicle on foot is not always necessary; the officer may use cover and call suspects out in the open to control them.
6. Teach student to utilize rifles or shotguns, if potential danger exists. If they are going to a gunfight use a long gun!!
7. Teach student the proper flashlight techniques when searching and shooting with a handgun.
8. Teach the student to positively identify deadly threats prior to shooting.
9. Teach student to shoot through barriers when necessary.
10. Teach the student when to tactically withdraw or advance to cover or return to the unit, when eminent danger has occurred or may occur, obtain a long gun and call for backup, and be ready to fight from a position of cover or safety.
11. Teach the student to tactical or speed reloads when necessary.

Instructor's ratios one to one and one instructor operating the ABA target system.

BRIEFING for the traffic stop #1: "you are on duty, patrolling a secluded back road of your district. Your location is approximately 3 miles north of I-40 on Santa Fe County Road 69. Do you have any questions?"

Instructor's ratios are one to one, and recommended number of instructors needed is 2 minimum.

NIGHT

LIVE FIRE DAY AND NIGHT OBSTACLE COURSE

The scenario is the obstacle course which includes pushups, climbing fences, engaging for different shooting positions, dragging the 180 lbs body, running, and pistol engagement with hand held flash lights.

The students should be briefed on the firearms safety rules and the minimum 7-yard rule of engaging steal targets with the pistols.

GOALS AND OBJECTIVES FOR SHOOTING ON THE MOVE

1. Teach the student the proper method of tactical searches and movements in a low light environment with a flashlight.
2. Teach the student the proper method of [REDACTED], in a low light environment
3. Teach the student the proper target engagement with the firearm and using flashlight techniques. (Standard defensive response, failure drill, etc.)
4. Teach the student the appropriate time to tactical reload or speed reload in a low light environment.
5. Teach the student the proper technique for utilizing the patrol unit for cover and concealment during the hours of darkness.

Instructor's ratios are one to one, and recommended number of instructors needed is 1 minimum.

Instructor/Role Player/Student

No matter what the situation is the Cadet will ALWAYS win.

Instructors: During the scenarios if the Cadet is engaged they never get to quit. Advise them to get into the fight and stay in the fight. Give them advise on what they need to do, continue until they have the situation under control meaning the suspects in custody or they have engaged the suspect where they are no longer a threat.

Cadets must go in order; meaning that they go to Scenario #1 before they go to Scenario #2 and so on!

Role Players: Brief the role players on the PREATTACK INDICATORS!! These are to be utilized prior to any engagement. If you end up engaging the Cadets the scenario is not over, it has only just begun. The Cadets will not be allowed to quit they will continue until they have resolved the situation.

Cadet: Never Quit!! Even if you are hit you never quit, Stay in the fight and finish what you started. Continue until you have controlled the situation meaning the suspects in custody or you have engaged the suspect where they are no longer a threat.

DIE MARKING CARTRIDGE SCENARIOS

AS PER STANDARD OPERATING PROCEDURES, THE FOLLOWING SAFETY PROCEDURES WILL BE STRICTLY ADHERED TO:

IS SECURED AND IDENTIFIED FOR DIE-MARKING CARTRIDGES ONLY. YOU MUST USE THE "DIE MARKING CARTRIDGE ONLY" BANNER AND FLAG THE ENTRANCE AREA. ALL PARTICIPANTS, OBSERVERS, INSTRUCTORS AND STUDENTS MUST BE COMPLETELY DOWNLOADED OF ANY LIVE AMMO, FIREARMS, KNIVES OR DEADLY WEAPONS, AS WELL AS ANY VEHICLE THAT WILL BE USED IN THE SCENARIOS. ONE INSTRUCTOR MUST REMAIN AT THE ENTRANCE AT ALL TIMES TO INSURE THAT ANYONE GOING INTO IS COMPLETELY DOWN LOADED OF WEAPONS, AMMO AND FIREARMS.

ALL DIE-MARKING CARTRIDGE PISTOLS WILL BE INSPECTED PRIOR TO THEIR USE. ONLY INSTRUCTORS WILL LOAD ALL DIE-MARKING CARTRIDGE MAGAZINES. IN ADDITION MEDICAL PERSONNEL MUST BE ON SITE DURING THE TRAINING OPERATION.

EQUIPMENT REQUIRED – TWENTY SETS OF DIE-MARKING CARTRIDGE PROTECTIVE GEAR SHOULD BE ON SITE FOR THE STUDENTS, INSTRUCTOR ROLL PLAYERS AND CONTROLLERS. ADDITIONAL SETS OF GEAR MAY BE REQUIRED FOR OBSERVERS.

AT LEAST THIRTEEN DIE-MARKING CARTRIDGE PISTOLS WILL BE REQUIRED, ELEVEN FOR THE SCENARIOS AND TWO SPARES.

SCENARIO #1- WELFARE CHECK ON WAR VETERAN

This room can be staged with a table and a chair and empty beer cans or whisky bottle as props. The roll player will simulate a disgruntled war veteran that is intoxicated and mad at the government about the way he has been treated. The roll player will not accept help and does not trust authority. The roll player will be armed with a die marking cartridge pistol, and either conceal the pistol on his person or concealed on the table area. The best option for the student officer, is to maintain a cover position behind the doorway as much as possible and talk with the man advise him that he (the officer) is only there to do a welfare check, that his family is concerned about him. The officer should ask if he needs medical attention and if he is feeling all right. If the officer cannot determine the man is in need of medical attention, he then should leave. The roll player will keep telling the officer he is fine and to leave him alone. The roll player will cuss the officer for being there and does not want to contact his family and the officer should leave before he gets hurt. The roll player will continue to get angrier and threatening, the longer the officer stays at the door. The roll player will shoot the officer if given a chance especially after the officer has been warned to leave or he might get hurt.

Goal and Objectives

1. Teach student to identify themselves.
2. Teach student the importance of command presences.
3. Teach student to properly position subjects so they maintain the tactical advantage.
4. Teach student to identify threats
5. Teach student to properly utilized cover.
6. Teach student how to properly interpret these types of situation.

PHYSICAL CONTACT IS TO BE KEPT TO A MINIMUM!!

Briefing: You are on duty and have been dispatched to do a welfare check (explain welfare check) on a war veteran (**name of war, dependent on the age of the roll player**). The subject's family is concerned about him; they have not heard from him in several weeks. The subject may be suffering from "PTSD" and has missed his last doctor's appointment at the V.A.

Debriefing: The instructors should explain the options the officer could have used in this scenario, explaining the advantages and disadvantages. Explain his/her mistakes if possible try to keep it to 3 or 4 main points and then some good points!!

SCENARIO #2-"ALARM CALL"

Scene should be set up where the front door is open to multiple rooms simulating a house. Inside will be one unarmed role player. This role player is a crazy person just looking for a place to sleep. As the Cadet enters they will see the crazy person move from one room to the next. The Cadet should challenge this subject and take control of the situation. The role player will comply with all commands doing what the officer tells them to do and being passive allowing the officer to handcuff and arrest them. If the officer fails to control the situation the role player will enter a room where a die marking cartridge weapon is located and return shooting at the Cadet.

Goal and Objectives

1. Teach student to identify themselves.
2. Teach student the importance of command presences.
3. Teach student to properly position subjects so they maintain the tactical advantage.
4. Teach student to identify threats
5. Teach student to properly utilized cover.
6. Teach student how to properly interpret these types of situation.

PHYSICAL CONTACT IS TO BE KEPT TO A MINIMUM!!

Briefing: You have been dispatched to a residential alarm. The front door sensor and the inside motion sensor were tripped. Be advised the neighbors have seen movement in the house.

Debriefing: The instructors should explain the options the officer could have used in this scenario, explaining the advantages and disadvantages. Explain his/her mistakes if possible try to keep it to 3 or 4 main points and then some good points!!

SCENARIO #3- SUSPICIOUS PERSON

The scenario will be set up outside with one role player walking around between buildings. As the officer approaches the role player, the role player will go around the corner of the building. The Cadet should utilize distance and angles as they move around the corner to make contact with the suspicious person. The Role Player will be armed with a die marking cartridge weapon and will be passive aggressive and defiant to the officers commands. Telling the Cadet that they just had a fight with their significant other and they just want to be left alone. If the Cadet takes control of the situation the role player will be compliant but will conceal their identity so the Cadet will arrest them and conduct a pat down search. If the officer fails to control the situation the roll player will engage the Cadet. If the Cadet fails to find the weapon during the pat down search the suspicious person will engage the Cadet.

Goal and Objectives

1. Teach student to identify themselves.
2. Teach the student to decide on the proper weapon system for a given situation.
3. Teach student the importance of command presences.
4. Teach student to identify threats
5. Teach student to properly utilized cover.
6. Teach student how to properly interpret these types of situation.

PHYSICAL CONTACT IS TO BE KEPT TO A MINIMUM!!

Briefing: You have been dispatched to a suspicious person call. The caller advised that there is a subject wondering around the Trailer Park and they are concerned.

Debriefing: The instructors should explain the options the officer could have used in this scenario, explaining the advantages and disadvantages. Explain his/her mistakes if possible try to keep it to 3 or 4 main points and then some good points!!

SCENARIO #4 "DOMESTIC IN PROGRESS"

This room can be staged with a couch and recliner chair to simulate an apartment living room. There will be two roll players preferably a male and female simulating a domestic between a husband and wife. If only males roll players are available, simulate a domestic between roommates or a homosexual couple. The scenario can be staged as a domestic where one individual is irate and distraught because they just caught their partner having sex with someone else. The couple is engaged in a violent argument and fighting when the Cadet arrives. A DMC Weapon and a rubber knife will be staged on the floor away from the confrontation.

The roll players: one will be uncooperative yelling at the Cadet and their partner testing the student officer for weakness and capitalize on the student officers mistakes. The other will engage both the officer and their partner in conversation pleading for the officer to help them and engaging the partner with argument that they never cared about them anyway. If the student officer maintains control of the situation the roll players will comply, and end the scenario. The best option for the student is maintain control of the situation with command presents and voice, keep the couple separated and locate them in an area so they do not have access to any weapons that may be hid in the apartment. Attempt to desolate the situation, get the most aggressive outside in the hall and place that person between officer and the door so the officer can watch the person and door at same time. The Cadet fails to control the situation the role player will retrieve a weapon and begin engaging the Cadet.

Goal and Objectives

1. Teach student to identify themselves.
2. Teach student the importance of command presences.
3. Teach student to properly position subjects so they maintain the tactical advantage.
4. Teach student to identify threats
5. Teach student to properly utilized cover.
6. Teach student how to properly interpret these types of situation.

PHYSICAL CONTACT IS TO BE KEPT TO A MINIMUM!!

BRIEFING: You are on duty; you have been dispatched to a domestic at an apartment complex. The caller said there was a lot of loud arguing, the sound of someone getting hit followed by screams in the apartment # 23.
Backup is not available at this time.

Debriefing: The instructors should explain the options the Cadet could have used in this scenario, explaining the advantages and disadvantages. Explain his/her mistakes if possible try to keep it to 3 or 4 main points and then some good points!!

SCENARIO #5- ACTIVE SHOOTER

This scenario will start with the Cadet setting in a patrol unit when they receive the call. Inside the building there should be two role players (one shooter one hostage). The Cadet should make the decision to take the long gun into the scenario. Upon entering the building the role player will begin firing shots to get the Cadet attention. As the Cadet enters the room where the role players are they will be faced with a hostage situation where the active shooter is pointing a weapon at a hostage that is lying on the floor. The recruit officer will need to quickly identify the situation and take action. If the Cadet fails to take action the Active shooter will shoot the hostage then engages the Cadet.

Goal and Objectives

1. Teach student to identify themselves.
2. Teach the student to decide on the proper weapon system for a given situation.
3. Teach student the importance of command presences.
4. Teach student to identify threats
5. Teach student to properly utilized cover.
6. Teach student how to properly interpret these types of situation.

PHYSICAL CONTACT IS TO BE KEPT TO A MINIMUM!!

BRIEFING: You are on duty; you have been dispatched to an Active Shooter in an office building. The caller advised that a person is going around killing people with a pistol.

Backup is in route.

Debriefing: The instructors should explain the options the Cadet could have used in this scenario, explaining the advantages and disadvantages. Explain his/her mistakes if possible try to keep it to 3 or 4 main points and then some good points!!